Fourth Grade Communication Arts
Grade Level Expectations and Glossary
This document contains grade level expectations and glossary terms specific to fourth grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s documents, which were developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards and comply with the No Child Left Behind Act of 2001.

For GLEs in all grades and a comprehensive glossary, see http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html.

For more information on curriculum matters in the state of Missouri, including the Grade Level Expectations, see http://www.dese.state.mo.us/divimprove/curriculum/index.html.

For questions or comments on this document, please email Abby Swearingen at aswearingen@rolla.k12.mo.us.
C. **Phonics**: apply decoding strategies to “problem solve” unknown words when reading

D. **Fluency**: read grade-level instructional text
   - With fluency, accuracy, and expression
   - Adjusting reading rate to difficulty and type of text

E. **Vocabulary**: develop vocabulary through text, using
   - Root words and affixes
   - Synonyms and antonyms
   - Context clues
   - Glossary and dictionary

F. **Pre-Reading**: apply pre-reading strategies to aid comprehension
   - Access prior knowledge
   - Preview
   - Predict
   - Set a purpose for reading

G. **During Reading**: utilize strategies to
   - Self-question and correct
   - Infer
   - Visualize
   - Predict and check using cueing systems (meaning, structure, visual)

H. **Post-Reading**: apply post reading skills to comprehend text
   - Question to clarify
   - Reflect
   - Analyze
   - Draw conclusions
   - Summarize
   - Paraphrase

I. **Making Connections**: identify connections between
   - Text ideas—information and relationships in various fiction and non-fiction works
   - Text ideas and own experiences
   - Text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame
Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times

A. **Text Features**: locate
   - Interpret and apply information in title, table of contents, and glossary
   - And recognize the text features of fiction, poetry and drama in grade-level text

B. **Literary Devices**: explain examples of sensory details and figurative language within the context of poetry and prose

C. **Text Elements**: use details from text to
   - Make inferences about setting, character traits, problem and solution and story events
   - Make predictions
   - Draw conclusions
   - Identify cause and effect
   - Compare and contrast various elements
   - Identify author’s purpose

Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

A. **Text Features**: apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions, and maps to comprehend text

B. **Literary Devices**: explain examples of sensory details and figurative language within the context of nonfiction text

C. **Text Elements**: Use details from text to
   - Retell main idea
   - Organize a sequence of events
   - Identify cause and effect
   - Draw conclusions
   - Compare and contrast texts
   - Make predictions
   - Make inferences
   - Distinguish between fact and opinion
   - Identify and explain author’s purpose
   - Make inferences about problems and solutions

D. **Understanding Directions**: Read and follow a three and four step directions to complete a task
Apply writing process in composing text

A. Writing Process: follow a writing process to
   • Independently use a simple graphic organizer in pre-writing
   • Generate a draft
   • Routinely revise, edit, and proofread
   • Independently publish writing

Compose well-developed text using standard English conventions

B. Capitalization: use conventions of capitalization in written text
   • Holidays
   • Names of counties and countries

C. Punctuation: in composing text, use
   • Comma in a series
   • Comma between city and state
   • Apostrophe in contractions
   • Apostrophe in singular possessives, with assistance

D. Parts of Speech: use parts of speech correctly in written text
   • Verbs that agree with compound subject
   • Connecting words to link ideas (conjunctions)

E. Spelling: in writing, use
   • Correct spelling grade-level frequently used words
   • Spelling strategies and patterns
   • Classroom resources and dictionary to verify correct spelling

F. Sentence Construction: in composing text, identify and write sentences
   • Use complete declarative, interrogative, imperative, and exclamatory sentences
   • Identify and write compound sentences

Write effectively in various forms and types of writing

A. Narrative and Descriptive Writing: write narrative text that
   • Moves through a logical sequence of events
   • Includes details to develop the plot, characters and setting

B. Note-Taking: Identify concepts and ideas in written text to complete an organizer

C. Expository and Persuasive Writing: write expository and persuasive paragraphs with
   • A main idea or point to prove
   • Three or more supporting details
   • A concluding sentence

D. Audience and Purpose: write informational reports, diary/journal entries, organized friendly letters, thank you letters and invitations in a format appropriate to an intended audience and purpose
1. Develop and apply effective listening skills, strategies
   A. **Purpose for listening**: listen
      - For enjoyment
      - For information
      - For directions
      - To identify **tone**, mood, and emotion of **verbal** and **nonverbal communication**
   B. **Listening Behavior**: demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)

2. Develop and apply effective speaking skills and strategies for various audiences and purposes
   A. **Discussion and Presentation**: in discussions and presentations
      - Present ideas in a logical sequence
      - Identify and apply appropriate speaking techniques such as volume control, **pace**, and eye contact
   B. **Giving Directions**: give clear and concise three and four step oral directions to complete a task
A. **Research Plan**: formulate research keywords and questions to establish a focus and purpose for inquiry

B. **Acquire Information**: locate and use various resources to find information on keywords and questions

C. **Record Information**: identify relevant information and record main ideas and important details in own words

D. **Sources Consulted**: informally give credit for others' ideas, images and information found in various resources

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2. **Develop and apply effective skills and strategies to analyze and evaluate oral and visual media**

A. **Media Messages**: identify and explain intended messages conveyed through oral and visual media
- **Active listening behaviors**: actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)

- **Affixes**: one or more sounds or letters attached to the beginning or end of a word or base—prefixes or suffixes

- **Analyze**: to examine by parsing or breaking down into smaller parts or elements

- **Audience**: the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind

- **Author’s purpose**: the author's intent or reason for writing— to explain or inform, to entertain, to persuade

- **Cause and effect**: the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)

- **Character traits**: authors develop characterization by describing various aspects of the character—physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters

- **Compare**: to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

- **Compound sentence**: two or more coordinate independent clauses, but no dependent clause, as in “George talked and Harry listened.”

- **Concluding sentence**: closing/ending sentence; after all the details have been included in the body of the paragraph

- **Context clues**: information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase

- **Contrast**: to explain how things are different

- **Conventions**: capitalization, punctuation, spelling, grammar (http://leo.stcloudstate.edu)

- **Cueing system**: any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)

- **Culture**: the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place but also the social, economic, or cultural environment.)

- **Declarative sentence**: informs the reader, punctuated with a period

- **Decode**: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message.  In reading practice, the term is used primarily to refer to word identification.)

- **Decoding strategies**: methods of translating symbols into words

- **Descriptive writing**: portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell)

- **Draft**: writing ideas in a rough, unpolished form; the preliminary version of a piece of writing

- **Draw conclusions**: use of facts and inferences to make a judgment or decision

- **Exclamatory sentence**: expresses strong feelings; punctuated with an exclamation point

- **Expository text**: presents facts, opinions, definitions of terms and examples to inform the reader about a specific topic

- **Fiction**: imaginative narrative in any form of presentation that is designed to entertain, as distin-
guished from that which is primarily designed to explain, argue, or merely; describe (as a genre, fiction may include short stories, novella, novels, drama, and narrative poetry)

- **Figurative language**: language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied (hyperbole, imagery, irony, metaphor, personification, simile, symbolism)

- **Fluency**: the ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)

- **Friendly letter**: informal or personal letter; has five parts—heading, greeting, body, closing, and signature (http://englishplus.com/grammar/00000143.htm)

- **Grade-level instructional text**: 
  - **Instructional reading level**: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher
  - **Independent reading level**: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help

- **Graphic organizer**: a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following
  - **Advance organizer**: previews instruction and provides familiar concepts that connect and anchor the new learning
  - **Chart**: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words
  - **Cluster, concept map, or web**: presents written ideas around a theme, characteristic, category, or word
  - **Diagram**: shows how something works, how it is constructed, or how its part relate to one another
  - **Graph**: presents information with lines, pictures, and symbols rather than words
  - **Mind map**: uses pictures and symbolic drawings rather than written words
  - **Outline**: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details
  - **Venn diagram**: uses two overlapping circles to express similarities and differences in two things

- **Historic time frame**: the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature

- **Imperative sentence**: commands, gives orders, makes requests; usually punctuated with a period, sometimes with an exclamation point

- **Infer**: to draw meaning from a combination of clues in the text without explicit reference to the text

- **Information literacy**: the ability to evaluate sources, and information in those sources, for accuracy and validity

- **Interrogative sentence**: asks a question; punctuated with a question mark

- **Key words**: words and phrases used in the research process to locate appropriate information

- **Literary devices**: literary elements; figures of speech (http://www.uvsc.edu/owl/handouts/literacy%20terms.pdf)

- **Main idea**: the implicit or explicit message; what a text is “mostly about”; the theme of the text

- **Media**: means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium
• **Narrative**: relates a story or personal essay (e.g., anecdote, autobiography, memoir)
• **Nonfiction**: writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)
• **Nonverbal communication**: communication without words; body language (facial expression, gestures); sign language
• **Note taking**: use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communication
• **Pace**: rate or speed
• **Paraphrase**: using one's own words to express the main ideas in what has been read, seen, or heard
• **Persuasive writing**: seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)
• **Phonics**: phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in a spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words
• **Post-reading skills**: strategies used to reflect on reading and integrate new information and concepts with previously learned understandings
• **Predict**: to use context and content clues to anticipate what might happen next
• **Pre-reading strategies**: activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading
• **Reading rate**: the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading—skimming, scanning, studying, or reading for pleasure
• **Reflect**: to think about and write or speak one's views in response to a text or presentation
• **Research plan**: a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation
• **Root word**: a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “reteach” or “teaching”)
• **Sensory details**: details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)
• **Sentence (simple)**: one subject and one predicate, as in “The dog ate my homework.”
• **Setting**: the geographic location and time period of a story
• **Summarize**: to make a brief statement about the essential ideas in a text
• **Text elements**: basic parts of a story: setting, characters, plot, conflict, point of view, and theme
• **Text features**: parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)
• **Tone**: the attitude the author takes toward the subject, the characters, or the audience
• **Verbal communication**: words spoken aloud
• **Visualize**: to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text
• **Vocabulary**: the words one can understand and use correctly
Fourth Grade Math
Grade Level Expectations
This document contains the math grade level expectations specific to third grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education's document, which was developed by the Department's curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards and comply with the No Child Left Behind Act of 2001.

As of February 2005, the math glossary had not been released, and the terms are not part of this document.

For GLEs in all grades and a comprehensive glossary, see http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html.

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1. Understand numbers, ways of representing numbers, relationships among numbers and number systems

A. **Read, write, and compare numbers**: read, write, and compare decimals to the hundredths place and whole numbers up to 6 digits
B. **Represent and use rational numbers**: use models, benchmarks (0, 1/2, and 1) and equivalent forms to judge the size of fractions
C. **Compose and decompose numbers**: recognize equivalent representations for the same number and generate them by decomposing and composing numbers
D. **Classify and describe numeric relationships**: classify and describe numbers by their characteristics, including odd, even, and multiples

2. Understand meanings of operations and how they relate to one another

A. **Represent operations**: represent and recognize multiplication using various models, including sets and arrays
C. **Apply properties of operations**: apply commutative and identity properties of multiplication to whole numbers

3. Compute fluently and make reasonable estimates

A. **Describe or represent mental strategies**: represent a mental strategy used to compute a given multiplication problem (up to 2-digit by 2-digit multiple of)
B. **Develop and demonstrate fluency**: demonstrate fluency with basic number relationships (12 x 12) of multiplication and division
C. **Compute problems**: apply and describe the strategy used to compute a given
   - Multiplication problem up to a 2-digit by 2-digit
   - Division problem up to a 3-digit by 1 digit
B. **Estimate and justify solutions**: estimate and justify the results of multiplication of whole numbers
1. **Understand patterns, relations, and functions**
   A. **Recognize and extend patterns**: describe geometric and numeric patterns
   B. **Create and analyze patterns**: analyze patterns using words, tables or graphs

2. **Represent and analyze mathematical situations and structures using algebraic symbols**
   A. **Represent mathematical situations**: represent a mathematical situation as an expression or number sentence
   B. **Describe and use mathematical manipulation**: apply the commutative property of multiplication to whole numbers

3. **Use mathematical models to represent and understand quantitative relationships**
   A. **Use mathematical models**: model problem situations, using representations such as graphs, tables, or number sentences

4. **Analyze change in various contexts**
   A. **Analyze change**: describe mathematical relationships in terms of constant rates of change
1. **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships**

A. **Describe and use geometric relationships**: identify and describe the attributes of 2- and 3-dimensional shapes
   - Prisms
   - Cones
   - Parallelism
   - Perpendicularity

C. **Compose and decompose shapes**: describe the results of subdividing, combining and transforming shapes

2. **Specify locations and describe spatial relationships using coordinate geometry and other representational systems**

A. **Use coordinate systems**: describe movement using common language and geometric vocabulary (forward, back, left, right, north, south, east, west)

3. **Apply transformations and use symmetry to analyze mathematical situations**

A. **Use transformations on objects**: predict the results of sliding/translating, flipping/reflecting, or turning/rotating around the center point of a polygon

C. **Use symmetry**: construct a figure with multiple lines of symmetry and identify the lines of symmetry

4. **Use visualization, spatial reasoning, and geometric modeling to solve problems**

A. **Recognize and draw three-dimensional representations**: given the picture of a prism, identify the shapes of the faces
Understand measurable attributes of objects and the units, systems, and processes of measurement

1. **Determine unit of measurement**: identify and justify the unit of linear measure including perimeter and (customary metric)
2. **Identify equivalent measures**: identify equivalent linear measures within a system of measurement
3. **Tell and use units of time**: tell time to the nearest minute
4. **Count and compute money**: determine change from $10.00 and add and subtract money values to $10.00

Apply appropriate techniques, tools, and formulas to determine measurements

1. **Use standard or non-standard measurement**: select and use benchmarks to estimate measurements (linear, capacity, weight)
2. **Use angle measurement**: select and use benchmarks to estimate measurements of 0-, 45-, 90-degree angles
3. **Apply geometric measurements**: determine the area of a polygon on a rectangular grid
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

A. **Formulate questions**: collect data using observations, surveys, and experiments
C. **Represent and interpret data**: create tables or graphs to represent categorical and numerical data (including line plots)

Select and use appropriate statistical methods to analyze data

A. **Describe and analyze data**: describe important features of the data set

Develop and evaluate inferences and predictions that are based on data

A. **Develop and evaluate inferences**: given a set of data, propose and justify conclusions that are based on the data

Understand and apply basic concepts of probability
Fourth Grade Social Studies
Grade Level Expectations and Glossary

Possible Topic/Focus for the School Year:
Missouri History and Missouri Geography in the Contest of United States Regions
This document contains grade level expectations and glossary terms specific to fourth grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s document, which was developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards, comply with the No Child Left Behind Act of 2001, and suggest learner outcomes for each grade level. Unlike the Communication Arts and Math GLEs, teaching strategies are suggested for each expectation.

For GLEs in all grades and a comprehensive glossary, see http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html.

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Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

A. **Knowledge of the Constitution as the fundamental law of our nation**: identify and explain why Missouri has a constitution and why the state makes and enforces laws
   
   *Teaching strategy:* Make a graphic to compare the purposes of the state government to the purposes of the city government.

B. **Citizens have both rights and responsibilities**: identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government
   
   *Teaching strategy:* Illustrate rights in the Bill of Rights, and compile a class book of examples.

C. **Understanding of the main purposes of United States documents**: explain the major purpose of the Constitution and the Bill of Rights
   
   *Teaching strategy:* Explain why the Constitution was created and why some people believed a Bill of Rights was necessary.
Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times

- Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage. Examples include: Lewis and Clark, Mary Easton Silbey, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman, and Thomas Hart Benton.

  Teaching strategy: Role-play famous Missourians, emphasizing contributions to our state and national heritage.

- Locate and describe settlements in Missouri of people of European and African heritage.

  Teaching strategy: Use historical maps to locate where various ethnic groups settled. Write a reason for their attraction to those places.

- Outline issues of Missouri statehood, such as the Missouri Compromise.

  Teaching strategy: Construct a timeline of issues/events that led up to Missouri statehood. List arguments for and against admitting Missouri as a free or slave state.

- Summarize the events in westward expansion, including people’s motivation, their hardships, and Missouri as a jumping-off point to the west.

  Teaching strategy: Write an imaginary (fictional) story. Pretend you are traveling with your parents to California in 1849. Explain reasons for migration, hardships endured and buying supplies in Missouri.

- Explain Missouri’s role in the Civil War, i.e., Missouri as a border state.

  Teaching strategy: Summarize positions taken by pro-Southern and pro-Northern groups in Missouri. Use maps to show concentration of supporters for each side in Missouri, and explain reasons for their location.

- Describe the changes in Missouri since the Civil War in education, transportation, and communication.

  Teaching strategy: Draw a timeline to trace changes in education, communication, and transportation that have taken place since the Civil War. Predict advances in these areas in the future.

Knowledge of the contributions of non-Missourians:

- Describe the contributions of Thomas Jefferson.

  Teaching strategy: Read a short biography of Thomas Jefferson. Take notes, listing Jefferson’s contributions to the founding, governing, and expansion of the United States on a chart.

- Sequence and describe the importance of the Louisiana Purchase and the Lewis and Clark Expedition.

  Teaching strategy: Read a short biography of Thomas Jefferson. Take notes, listing Jefferson’s contributions to the founding, governing, and expansion of the United States on a chart.

- Evaluate the impact of westward expansion on Native Americans in Missouri.

  Teaching strategy: Make a T-chart comparing the lifestyle of Native Americans in Missouri and the frontiersman, using nonfiction and fictional sources. Predict the results of the clash of these two lifestyles.
| 2b | Knowledge of continuity and change in the history of the world |
B. **A general knowledge of how and by whom authoritative decisions are made, enforced and interpreted within these governance systems**: describe how authoritative decisions are made, enforced, and interpreted within the federal government.  
   *Teaching strategies: Create a chart with explanations that shows how state government makes, enforces, and interprets decisions.*

C. **Knowledge of the functions of the three branches of government**: identify and explain the functions of the three branches of government in the state government.  
   *Teaching strategies: Construct concept/word maps that illustrate the functions of the three branches of federal government.*
A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events
   - Compare saving and financial investment
     Teaching strategy: Discuss the differences and connections between saving and financial investment. Have students design posters that define (in their own words) and illustrate these two economic concepts.
   - Explain supply and demand
     Teaching strategy: Invite an owner of a local store that sells something popular with students (skateboards, bicycles, etc) to speak to the class about how supply and demand affects his or her business. Develop definitions from the storeowner for both economic concepts. Apply these concepts to several different real-world scenarios.

B. Economic decision-making: interpret past, explain present, and predict future consequences of economic decisions (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment.
   Teaching strategy: Groups of students will construct a decision-making grid to illustrate the process used to make a difficult decision. Explain the possible consequences of the decision.
   Teaching strategy: Review a news article about an environmental issue. Construct a decision-making grid. Divide the grid into short and long-term consequences and make a decision based on analysis.

C. The existence and purposes of taxes: explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes.
   Teaching strategy: Discuss the difference between private and public goods and services. Then, ask students to explain how Missouri gets the money it needs to provide goods and services. Students explain how sales taxes affect them in costs and benefits.

D. Interdependence of households, businesses and governments: explain how decisions of households, businesses and governments affect one another.
   Teaching strategy: Identify real-world examples of how households are interdependent with businesses and government through the use of pictures identifying public and private goods (e.g., Post Office, stationary distributor, letter writer).
Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment

A. Reading and constructing maps: construct and interpret maps

B. Geography of Missouri and the United States—location: locate the cities of
- Kansas City
- Springfield
- St. Louis
- Jefferson City
- Columbia
- St. Joseph

C. Geography of Missouri and the United States—place: describe human characteristics of a place (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc)

D. Relationships within places (human-environment interactions) (movement): describe how people are affected by, depend on, adapt to, and change their environments

F. Regions: compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)

G. Uses of geography to interpret, explain and predict: use geography to
- interpret the past (e.g., why rivers have played an important role in human transportation)
- predict future consequences (e.g., what will likely happen if the population of a city increases considerably)
6 Knowledge of the individual and groups to institutions and cultural traditions

B. Groups meeting the needs of individuals: analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc)

C. Methods of resolving conflicts: evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer
Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

A. Identify, select, use and create appropriate resources for social science inquiry
   • Identify, select, and use visual, graphic, and auditory aids
   • Identify and evaluate primary and secondary sources
     - Diaries
     - Letters
     - People
     - Interviews
     - Journals
     - Photos
   • Identify and use library and media resources
     - electronic resources
     - Dictionaries
     - Encyclopedias
     - Videos
     - Periodicals
     - Atlases
     - Almanacs
     - telephone directories
     - Books
     - Cartoons
   • Identify and create artifacts
     - building structures and materials
     - works of art representative of cultures
     - Fossils
     - Pottery
     - Tools
     - Clothing
     - Musical instruments

B. Create maps, timelines, diagrams, and cartoons: Create maps, timelines, diagrams, and cartoons to enhance studies in civics, history, economics, and geography
• **Demand**: the different quantities of a resource, good, or service that will be purchased at various prices during a given period of time. According to the law of demand, the lower the price of something, the more of it will be purchased, whereas the higher the price of something, the less of it will be purchased.

• **Human-environment interactions**: the theme of geographic education called “Relationships within Places: Humans and Environments”, one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*. This theme explores the fact that people and the environments in which those people live and work often have a profound impact on each other.

• **Investment**: the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, obtaining new capital resources, or improving the skills of the work force. Investment in capital resources refers to the purchase of human-made resources such as tools, factories, computers, etc. used to produce goods and services. Investment in human resources refers to education or training to improve the skills of a work force.

• **Location**: the descriptions of the positions of people and places on the Earth’s surface. One way of describing the location of a place is by “absolute location”, in which we can precisely locate any place on the Earth’s surface by using the arbitrary grid system of latitude and longitude. Another way of describing the location of a place is by “relative location”, in which we locate the place by explaining where the place is in relation to one or more other familiar places. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*.

• **Place**: as the term is used by geographers, pertains to those physical characteristics and human characteristics used to describe an area. Two individuals may have different conceptions of the same place, because they perceive things based on their points of view and experiences. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*.

• **Private goods**: those goods that producers can withhold from customers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger.

• **Public goods**: goods or services that cannot be withheld from customers who refuse to pay for them (nonexclusion), where the consumption of products or services by one person does not reduce its usefulness to others (shared consumption). Examples include national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood.

• **Region**: an area that displays unity in terms of one or more selected criteria. The criteria used in defining regions may vary considerably. Regions, for example, may be defined by political boundaries, types of terrain, how land is used, rainfall,
soil type, dominant religion of the people, and so on. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*.

- **Saving**: a decision to withhold a portion of current income from consumption. Savings from the individual's point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or other resources. Savings may also be used to purchase corporate stocks and bonds and shares in mutual funds or to contribute to pension funds. Savings makes it possible to divert productive resources from current consumption to investments, which may contribute to the creation of up-to-date, technologically advanced capital goods that may be used to expand production and contribute to a nation's productivity.

- **Supply**: the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period. According to the law of supply, the higher an item's price is, the more of it that will likely be offered for sale.